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ABSTRACT

This curriculum package on leadership--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. Objectives include the following: identify appropriate workplace and classroom behavior; demonstrate appropriate ethical behavior for workplace and classroom; identify effective problem solving strategies; identify situations in which employer and instructors usually expect work or school to have priority over personal affairs; identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion; demonstrate ability to transfer skills learned in one job situation to another; demonstrate ability to differentiate, sort, and classify

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information; and demonstrate ability to solve interpersonal conflict on the job. (YLB)

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ED 424 457

Workforce 2000 Partnership

The Machinery of Management: Leadership (MM2)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Leadership - The Machinery of Management
Job Title: Supervisors, Auditors and Training Instructors

Author: Susan Stagliano
(with excerpts from modules by Gina Holley)

General Instructional Objective:
Overall Time: 4 Hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VII. A. 100 Identify appropriate workplace and classroom behavior. **VII. A.200** Demonstrate appropriate ethical behavior for workplace and classroom.	5 min	**1.1 Motivational Activity** • Administer Preview • Have students brainstorm the traits of a good leader. List ideas on the board. Give students the hand-out: The Ten Commandments of Leadership.	"The Ten Commandments of Leadership" - Handout Preview	Observation Student Response Completion of Preview

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 200 Identify effective problem solving strategies such as formulating, evaluating, and choosing options. **VII. A. 100, VII. 200** **VII. B. 100** Identify situations in which employer and instructors usually expect work or school to have priority over personal affairs. **VII. B. 400** Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.	25 min	**2.1 Instructional Activity** Have students read and analyze a workplace leadership case study. Upon completion, read students the case study answers. Allow students to discuss the case aloud. After discussion, offer the "Steps to Becoming a Leader" handout as a way to analyze and resolve workplace situations and conflicts.	"Case Study" - Handout "Steps to Becoming a Leader" - Handout Concepts of Management, by Alabama Industrial Development Training, p. 5-6.	Observation Student Response
Specific Instructional Objective	**Time**	**Learning Activities**	**Resources/Materials**	**Evaluation (Process/Status)**

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 400 Demonstrate ability to transfer skills learned in one job situation to another. **VII. A. 100** **VII. A. 200**	30 min	**4.1 Instructional Activity** Teach students how to create a vision. First teach students to frame the problem, collect data on the problem, simplify the problem, and avoid the "quick-fix." At this time, conduct the article activity. Upon completion, discuss the article activity using the discussion questions in Vision: Transformations Require a Dream handout. Then, return to Article Activity handout and teach students how to set a vision.	"Vision: Transformation Require a Dream" - Handout "Article Activity" - Handout The Transformational Leader, by Noel M. Tichy and Mary Anne Devanna, John Wiley & Sons, Inc., 1990, p. 113-120, 142-143.	Observation Student Response Completed Article
VII. A. 100	30 min	**5.1 Instructional Activity** Present to students the handout: Hierarchy of Human Needs. Explain to students that fulfilling some of these needs in employees can lead to becoming a good motivator. Give students "Traditional vs. Potential" motivation chart. Explain that through motivation, employees can be moved from the traditional side to the potential side. Next, allow students to complete the "Supervisor's Checklist for Motivating People" as a way to analyze their individual effectiveness as a motivator. Finally, show students the handout: "Twelve Ways to Kill Motivation," so that they are aware of the pitfalls of motivation, and may avoid them.	"Motivating the Vision: Becoming a Motivational Leader" - Handout "Motivating the Vision: Motivating People" - Handout "Twelve Ways to Kill Motivation" - Handout	Observation Student Response Complete Checklist

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VII. A. 200 **VII. B. 100**	15 min	**5.2 Instructional Activity** Define for students the 3 different behavior styles: nonassertive, aggressive, assertive. Next, show students how to use positive assertive words using the chart on Behavior Styles handout. Finally, show students the body language associated with each behavior style.	"Behavior Styles" - Handout Developing Positive Assertiveness	Observation
VI. 100	35 min	**5.3 Instructional Activity** Define for students the four styles of assertiveness: Supporting/caring, directing/guiding, analytical, and expressive. Have students identify their own style. Next, administer Personality Quiz handout to help students find their style of assertiveness. Review answers upon completion of Personality Quiz: Answer Key handout. Have students complete "Which Style is Which ?" worksheet to practice identifying different assertive styles. Review answers upon completion of handout. Have students practice Sending Assertive Messages practice sheet. Review suggested responses upon completion.	"Four Assertive Styles" - Handout "Personality Quiz" - Handout Personality Quiz: Answer Key" - Handout "Which Style is Which" - Handout "Which Style is Which? Answer Key" - Handout "Sending Assertive Messages: Practice Sheet" - Handout Developing Positive Assertiveness, p. 43-49, 9-10.	Observation Students Response

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Demonstrate ability to differentiate, sort, and classify information. **VII. A. 100** **VII. A. 200**	5 min	**5.4 Instructional Activity** Show students handout: "Why Employees Fail." Then, offer coaching and counseling as a solution to correct some of these failures.	Trainer's Workshop, 1987, p. 17.	Observation
VII. A. 400 Demonstrate ability to solve interpersonal conflict on the job.	18 min	**6.1 Instructional Activity** Define coaching, counseling, and performance appraisal. Then, break-down the definitions into parts. Next, show students handout: Counseling Ideas. Show students work situations that may require counseling, and the benefits of counseling. Give students the handout: Coaching Ideas. Show students work situations that may require coaching, and the benefits of coaching.	"Coaching, Counseling, and Performance Appraisals" - Handout	Observation Student Response
VI. 200 **VI. 400** **VII. A. 100** **VII. A. 200**	15 min	**7.1 Instructional Activity** Define and teach students how to use the Five Step Interactional Process of Coaching and Counseling.	Improving Productivity Through People Skills, by Lefton, Buzzotta, Sherberg, p. 306-307 Rate Your Skills as a Manager, p. 31-33.	Observation Student Response

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 100 **VI. 200** **VII. A. 100** **VII. A. 200** **VII. B. 400**	25 min	**8.1 Instructional Activity** Have students complete coaching or counseling case study as a practical application of utilizing coaching and/or counseling skills. Next, have two volunteers read role playing activity in front of the class. Stop for discussion at the breaks listed in the handout.	"Coaching or Counseling - A Case Study" - Handout Rate Your Skills as a Manager, p. 34 Role Play - "A Counseling Scenario: Frank and John" Trainer's Workshop, 1987, p. 38-40.	Observation Students Response
Specific Instructional Objective	**Time**	**Learning Activities**	**Resources/Materials**	**Evaluation (Process/Status)**
(Closure)	12 min	**9.1 Closure Activity** Have students refer to handout "The Ten Commandments of Leadership." Conduct a guided discussion using the questions on handout.	"Closure Activity" - Handout	Observation Students Response

Lesson Plan

1.1 Motivational Activity - 5 minutes

A. Administer Preview Test.

B. Instructor to guide students in brainstorming session on "What are the traits of a good leader?" Write down students on the board (see "The Ten Commandments of Leadership" handout).

C. Give students the hand-out on "The Ten Commandments of Leadership". Allow students to discuss what each commandment means to them.

2.1 Instructional Activity - 25 minutes

A. Have students read and analyze the leadership case study (use "Case Study" handout). Review in class upon completion (see "Case Study: Answer Key" -- handout). This activity is to start students thinking about how to be a good leader. By analyzing an actual case, they should be able to see the application of leadership to the workplace, rather than just seeing leadership as some abstract quality.

B. Now that students have had a chance to analyze an actual case, present to them the steps they will need to take leadership roles in the workplace (see "Steps to Becoming a Leader" - handout). Explain to students that they will learn these steps over the course of this class.

3.1 Instructional Activity - 25 minutes

A. Remind students that the first step to becoming a leader is the ability to analyze the organizational climate (see "Analyze the Organizational Climate" handout). Have students suggest some possible definitions for "organizational climate," then write the given definition on the board. Next, have students suggest causes of an unhealthy organizational climate. List student ideas on the board, then list the given causes (using handout) on the board. Finally, have students also list their ideas for maintaining a healthy organizational climate, then list the given tips on the board (using handout).

B. Now that students have an idea of how to define and analyze the organizational climate, have students complete the activity "Improving the Organizational Climate" (see "Activity: Improving the Organizational Climate" handout). Divide students into teams of two (a team of three is fine if there is an odd number of students). Give each team a scenario which describes the organizational climate of an imaginary company. (Tip: it is easier to distribute scenarios by cutting them out rather than trying to hand students the entire page.) The students are to pretend that they are the supervisory team in the imaginary company, and their task is to improve the organizational climate. Upon completion, allow each team to share their scenario, and their suggested improvements.

4.1 Instructional Activity - 30 minutes

A. Refer to the above exercise and the improvement suggestions made by the teams. Explain to students that while the suggestions were fine, they are not useful to anyone unless they are

Remind students of Martin Luther King's "I have a dream..." speech. Explain to students that just like Dr. King had a dream, or a vision of an equitable society, so they must also have a dream or a vision to create change within a company.

B. Next, using the outline on "Vision: Transformations Require a Dream" handout, teach students the steps to creating a vision. Show students how to frame the problem by building a structure for it. Teach students how to use the TPC (Technical - Political - Cultural) structure to define the problem. Then, instruct students on the utilization of data to frame the problem, and how they may obtain that data. Third, explain to students the need to simplify complex problems so that they are easier to handle and understand. Finally, explain to students that a "quick-fix" solution is not the best method for creating and sticking to a vision. Suggest to students that a "quick-fix" solution to a company problem is analogous to putting a Band-Aid on a gunshot wound.

C. Since students are now thinking about a long-range vision rather than a short-term fix, have them complete the article activity (see directions on "Article Activity" handout). Upon completion, lead a guided discussion on how students followed-through on a vision for their company. See suggested discussion questions on handout.

D. At this time, go back to "Vision: Transformations Require a Dream" handout and teach students how to set the vision based on the analysis, or framing, of the problem. After teaching students the steps to set the vision (group decision, forgetting the numbers, writing the mission statement -- see handout), explain to students that these are the most important steps to making a vision last. Illustrate to students that problems can be framed or analyzed repeatedly, but they will never be solved without a lasting vision.

5.1 Instructional Activity - 30 minutes

A. Transition students by explaining that now that they have analyzed the organizational climate, framed the company problem, and set a vision, they must now be motivators of that vision to their employees. Show students the hierarchy of human needs. Explain to students that by understanding the needs of people, as leaders, we can fulfill these needs by being motivators. And, by motivating employees, they, in turn, will be fulfilled and motivated themselves to perform a quality job and achieve the company vision.

B. Show students the chart "Motivating People: Traditional vs. Potential" (see "Motivating the Vision: Motivating People" handout). Explain to students that the chart illustrates many different characteristics of people. The left side illustrates the traditional assumptions about people, while the right side illustrates the potential characteristics that all humans have when motivated and treated with respect. Explain to students that as leaders, they can bring out the potential characteristics in their employees.

C. Have students complete the "Supervisor's Checklist for Motivating People" (see "Supervision's Checklist for Motivating People" handout). Upon completion, ask students if they were really honest with themselves. Explain that most of the items on the list require time, and ask students if they have really been giving that time to their employees. Remind students that investing time to motivate employees can yield tremendous returns in the long run. Further, remind students that if they are avoiding quick-fix solutions to company problems, they also should remember

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not to be quick-fix motivators. Being a quick-fix motivator is not the way to carry out a company vision.

D. Show students the list "Twelve Ways to Kill Motivation" (see "Twelve Ways to Kill Motivation" handout). Review each of the ways, and allow students a few moments to suggest how they might avoid these pitfalls.

5.2 Instructional Activity - 15 minutes

A. Ask students, "Now that you know the ways to be a good motivator, what will be your style of motivation?" Define for students the behavior styles nonassertive, aggressive, and assertive (see "Behavior Styles" handout). Ask students which method they think will yield the best results. Obviously, most students will answer "Assertive". Next, tell students that you will now instruct them how to choose positive assertiveness.

B. Show students the handout "Do's and Don'ts for Choosing Positive Assertive Words." Next, show students the handout "Behavior Style: Body Language." After reviewing both handouts, students should have a better understanding of the assertive style in both language and actions.

5.3 Instructional Activity - 35 minutes

A. Now that students have a better grasp of assertiveness as opposed to aggressiveness or nonassertiveness, explain that being assertive does not mean that every single person act assertively in the exact same fashion. Explain to students that people can be assertive while still maintaining their individual personality styles. Show students the handout on "Four Assertive Styles." Read each style, then ask students if they recognized their own style or that of a friend.

B. Have students complete the "Personality Quiz" handout to help them determine their own assertive style. Upon completion, share the "Personality Quiz: Answer Key" handout with students so they may figure out their own styles.

C. Have students complete "Which Style is Which?" handout. This exercise allows students the opportunity to look at different responses, and decide for themselves which style each response reflects. Allow students to refer to "Four Assertive Styles" handout. Review "Which Style is Which: Answers Key" handout upon completion.

D. Have students complete "Sending Assertive Messages: Practice" handout. This exercise allows students the opportunity to write their own responses in different styles. Allow students to refer to "Four Assertive Styles" hand-out. Upon completion, allow students to read some of their own responses, then review the "Sending Assertive Messages: Sample Responses" handout.

5.4 Instructional Activity - 5 minutes

Explain to students that now that they understand how to be motivators, and they understand their individual styles of assertiveness, the next step is using that motivation and positive assertiveness to become coaches and counselors in one-on-one situations. Give students handout "Why Employees Fail." Explain to students that coaching and counseling can help resolve these problems.

6.1 Instructional Activity - 18 minutes

A. Define coaching, counseling, and performance appraisal for students (see "Coaching, Counseling, and Performance Approvals" handout). Teach students the differences between coaching, counseling and performance appraisal (see handout).

B. Write on the board the work situations that may require counseling (see "Counseling Ideas" handout). Then, ask students if they can think of some benefits of counseling, and write student suggestions on the board. Next, give students the handout "Counseling Ideas" so that they may read the benefits of counseling.

C. Write on the board the work situations that may require coaching (see "Counseling Ideas" handout). Then, ask students if they can think of some benefits of coaching, and write student suggestions on the board. Give students the hand-out "Coaching Ideas" so that students may read the benefits of coaching.

7.1 Instructional Activity - 15 minutes

Teach students how to use the "Five Step Interactional Process of Coaching and Counseling" handout. Explain to students that these are the steps to follow when either initiating a coaching or counseling session, or if a session is initiated by an employee.

8.1 Instructional Activity - 25 minutes

A. Have students analyze the "Coaching or Counseling - Case Study" handout. Students should be reminded to use the five step interactional process as well as positive assertiveness techniques. This should give students a more practical illustration of coaching and counseling.

B. Next, have two student volunteers to read the role playing scenario attached to "Coaching or Counseling - A Case Study" handout. Stop at the proper breaks (indicated on the handout) in the role play, and have students discuss the suggested topic listed at the break. Students should be looking to see if the characters in the role play are following the five step interactional process and using positive assertiveness.

9.1 Closure Activity - 12 minutes

A. Have students look back at "The Ten Commandments of Leadership" handout. Conduct a guided discussion on how students can use what they've learned in class to be able to follow the Ten Commandments of Leadership. See "Closure Activity" handout for suggested discussion questions.

B. Administer Review Test.

NAME: _____

DATE: _____

Leadership Preview/Review

_____ 1. Which of the following is NOT a step to becoming a leader:
A. Analyze the organizational climate
B. Create a vision
C. Hinder
D. Counsel

_____ 2. Which of the following is a good tip for a healthy organizational climate:
A. Inconsistent Goals and Policies
B. Develop methods of incentive and feedback
C. Competitive attitudes of employees
D. Ambiguous tasks and responsibilities

_____ 3. Which of the following is NOT a part of the TPC structure for framing problems:
A. Technical
B. Political
C. Climate
D. Cultural

_____ 4. True or False: Reinforcement is a quick-fix solution.
A. True
B. False

_____ 5. Which of the following is NOT a good quality of motivation:
A. Providing workers with clear standards of performance
B. Setting the example
C. Maintaining an open-door policy
D. None of the above

_____ 6. Which of the following is NOT a good characteristic of positive assertiveness:
A. Be realistic, respectful and honest
B. Exaggerate and minimize
C. Express preferences and priorities
D. Express feelings honestly

_____ 7. True or False: Assertive and aggressive have the same meaning.
A. True
B. False

_____ 8. True or False: Coaching and counseling are the same thing.
A. True
B. False

_____ 9. A performance appraisal may be defined as:
A. A policy initiated by a company
B. A discussion focusing on one aspect of an employee's performance
C. A discussion focusing on overall job performance
D. Both A and C

_____ 10. Which of the following is NOT a part of the Five Step Interactional Process:
A. Arouse the employee's interest
B. Increase the employee's readiness to collaborate
C. Encourage the employee to contain his emotions
D. Work out the final resolution

NAME: _____

DATE: _____

Leadership Preview/Review
Key

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A. Analyze the organizational climate
B. Create a vision
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D. Counsel

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A. Arouse the employee's interest
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D. Work out the final resolution

Motivational Activity

Ask students: What are the traits of a good leader?

Allow students to brainstorm as a class, an write down suggested traits on the board.

Next, give students hand-out on "The Ten Commandments of Leadership"

Traits of a Good Leader
Examples

initiative
experienced
informed
good teacher
well-groomed
good listener
motivated
patience
responsible
good speaker
confident/strong
trustworthy
positive
open-minded
loyal
hones
dedicated
dependable
common sense
tactful
sets an example for employees
good communication skills
flexible

The Ten Commandments of Leadership

I. *Treat everyone with respect and dignity.*
- *improves the organizational climate*
- *falls under "be appropriately sociable" during the 5 step interactional process*

II. *Set the example for others to follow.*
- *improves the organizational climate*
- *part of being a motivator: motivating by example*

III. *Be an active coach.*
- *part of the coaching and counseling process*

IV. *Maintain the highest standards of honesty and integrity.*
- *improves organizational climate*
- *motivation: motivating by example*

V. *Insist on excellence and hold your people accountable.*
- *inform employees of your standards -- hold them accountable through coaching and motivating*

VI. *Build group cohesiveness and pride.*
- *part of being a motivator*
- *improves organizational climate*

VII. *Show confidence in your people.*
- *motivate and coach employees*

VIII. *Maintain your vision.*
- *not only create the vision, but continue the vision*

IX. *Be available and visible to your staff.*
- *be open to coaching and counseling sessions*

X. *Develop yourself to your highest potential.*
- *develop assertiveness, motivation, coaching and counseling skills*

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Case Study

Bob Wells is a perfectionist and highly regarded in his field. Nine months ago, he was promoted into a supervisory position because of his excellent work record with the company.

Bob is a very careful planner and exercises close, detailed supervision over his subordinates. Bob says, "It's my job to get employees to stay on the job and get the work out. If they are doing a job wrong, I tell them exactly what to do. I have learned to size up a problem quickly. I get right to the heart of things. My biggest headache is getting employees to do their best."

Known for his good judgment, Bob makes all of the decisions himself then "sells" them to his subordinates. He seldom admits making an error because he does not want to lose authority over his people. When an employee does an outstanding job, Bob comments on it but does not make a big deal out of it. When an employee does poor work, Bob gets the facts and makes his criticism sharp and to the point, often in front of others.

Subordinates complain that Bob is trying too hard. They say that he has gone overboard in trying to please management so that he will get a good name for himself. Employees do not feel that Bob is concerned about them because he seldom asks their opinions on anything.

The department gets the work out on time and in good shape. But Bob frequently stays over to finish a job or polish up a few things. Higher management is pleased with the department, but they are a little worried that Bob is stretching himself too thin.

Analyze the above case study and answer the following questions:

1. Underline the things that you think Bob is doing correctly.

2. Underline the things that you think Bob is doing incorrectly.

3. Would you like Bob to work for you? Why or why not?

4. Would you like to work for Bob? Why or why not?

Case Study: Answer Key

Over 250 practicing managers have analyzed this case.

They listed the following items which Bob does correctly:

1. Careful planner
2. Highly motivated
3. Gets the work out
4. Pleases higher management

They listed the following items which Bob does incorrectly:

1. Detailed supervision
2. Judges too quickly
3. Too slow to praise
4. Criticizes in front of others
5. Does not give employees enough room
6. Does not delegate enough
7. Does not ask workers their opinions
8. Makes all the decisions himself

Thirty-five percent say they would like to have Bob work for them because he is highly motivated and conscientious. They believe they could teach him to overcome some of his bad habits. Only three percent indicated that they would like to work for Bob, primarily for the reasons given above. They predict he will have high turnover, problems with quality, and lack of support by his subordinates.

Steps to Becoming a Leader

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Concepts of Management by Alabama Industrial Development Training, p. 5-6.

Analyze the Organizational Climate

I. Defining the Organizational Climate
   A. The organizational climate may be defined as the atmosphere or mood of the employees in a given business.

II. Causes of an Unhealthy Organizational Climate
   A. Inconsistent Goals and Policies
   B. Workers and tasks are incompatible
   C. Tasks and responsibilities are ambiguous
   D. Competitive attitudes of employees
   E. Lack of cooperation
   F. Poor communication
   G. Self-interest of employees and supervisors

III. Tips for a Healthy Organizational Climate
   A. Develop a shared vision through communication
   B. Change procedures to bring them into line with organizational goals
   C. Take advantage of worker skills and abilities
   D. Develop methods of incentive and feedback
   E. Give support to employees

Activity: Improving the Organizational Climate

Directions: Divide students into teams of two (a team of three is fine if there is an odd number of students). Give each team a scenario which describes the organizational climate within an organization. Students are to imagine that they are in a supervisory position within that company, and it is their responsibility to improve the organizational climate. Tip: it is easier to distribute the scenarios by cutting them apart so they may be handed out individually.

Scenarios:

1. You are the supervisory team over thirty computer programmers who work in a small office. Their desks and shelves are stacked with piles of printouts. The noise level from the computer center next door is high, and because the office is located in the basement of the building, all light is artificial. Several employees are smokers, adding to the stuffiness of the room. As the supervisory team, you must formulate a plan to improve the organizational climate.

2. You are the supervisory team over the assembly area in a large, high-tech electronics firm. The moral in the assembly department is low. You have two hundred assemblers performing the same job, eight hours a day, at the same work station. Turnover and absenteeism are high, resulting in unusually poor quality control. The company has just received a very large contract for a new product. If the company is to complete the contract as agreed, workers will have to put in many hours of overtime. Management is worried because few employees are willing to cooperate in this way. Yet, if the company does not ship the product as promised, a massive lay-off may be necessary. The company is depending upon future contracts from this same company. As the supervisory team, you must formulate a plan to improve the organizational climate so that your company will be able to fill the order and maintain a good reputation with the customer.

3. You are the sales management team for a clothing manufacturer. Your sales force is becoming increasingly apathetic with their jobs, and you are finding many careless errors in their paperwork. You have noticed an increase in absenteeism, and many of your salespeople have neglected to pass on important messages from customers. You have also noticed a significant decrease in the number of orders. In general, the sales force seems unmotivated and they act very defensive when questioned about sales activity. You have only been the sales managers for two months, and based on the past performance of the sales force, you cannot understand why they are doing so poorly. As the sales management team, you must determine why the sales force has slipped, and formulate a plan to improve the organizational climate.

4. The Wonderful Widget Company recently hired you as the new personnel management team. The company's upper management is anxious to create a more healthy environment for their 2,000 employees. Morale has been low due to ongoing contract negotiations and sub-standard working conditions. The company, located in Phoenix, Arizona, has a reputation for being very conservative, as reflected in the management's enforcement of a strict dress code. In addition, the company recently installed time clocks and issued a memo outlining new penalties for tardiness and unexcused absences. However, since the company's management now places morale as a top priority, you have been given free reign to do what you feel is necessary to improve the organizational climate. Your top priorities are to reduce turnover, strengthen morale, and increase worker productivity.

5. You are the management team at a small, clothing specialty shop. You have twelve employees that work for you, two are full-time, the rest are part-time. Recently, the store's sales have been creasing, which means your employees' commissions have also been dropping. Due to the decrease in commissions, morale is low. Since you are the new management team recently hired by the owner, you checked sales from this time last year, and found last year's figures to be excellent. The economy is good, and customer traffic is high, so the decrease in sales seems to be an internal problem. You have implemented a structured work schedule and assigned a duty roster, so that everyone will pull their fair share in the sales and the duties. You have also noticed that many of your part-timers are coming in late, and absenteeism has increased. In general, the employees have become apathetic about the store, as seen in their lack of care in handling and straightening merchandise. The owner hired your entire team because of your excellent track record in retail management, so, you know you must improve sales and morale to meet the owner's expectations. Your team must formulate a plan to improve the organizational climate and the overall store sales.

6. You are the supervisory team at an American automobile manufacturing plant. Your company is happy with the recent emphasis in the country to buy American products. The company experienced a temporary upsurge in morale during the "Buy American" campaigns on television. However, even though there is still an emphasis to "buy American", the television and radio ads have slowed down and so have automobile purchases in general; therefore, the company morale has dropped and so has productivity. Additionally, with the recent trade agreements, your workers feel that quality is not important, because their jobs may go to Mexico anyway. However, with the fall approaching, you will need to increase productivity and emphasize good quality to be able to manufacture the new model automobiles. Sales projections look excellent for the fall, and new model orders from dealers are high. Your team must formulate a plan to improve the organizational climate and reinforce high quality.

Vision: Transformations Require a Dream

I. Creating the Vision -- a vision is the ideal to strive for.

1. Frame the Problem -- framing the problem means to define and create some type of order to the dilemma

A. Structuring the Problem: Using the TPC method

1. Technical -- define the problem in terms of technical aspects, such as machinery or manpower problems

Examples:

-- Not enough machinery to meet production

-- Not enough people to meet production

-- Inefficient use of current manpower to meet production (i.e., scheduling problems)

2. Political -- define the problem in terms of administrative aspects, such as allocation of power and decision-making abilities

Examples:

-- Are promotion policies perceived as "fair" amongst employees?

-- Are the proper departments making the proper decisions? Does the engineering department make engineering decisions, or does the home office make all engineering decisions?

-- Are the customers' decisions being given too much weight, or possibly too little?

3. Cultural -- define the problem in terms of prevalent beliefs, attitudes, and values

Examples:

-- Do the values of the employees match the company values?

-- Are the employees committed to the company mission?

-- Is there an organizational culture that transcends individual sub-cultures?

2. Collect Data -- collecting data means to gather all information possible which is relevant to the problem

A. Utilizing Available Information

1. What information is already available that pertains to the problem, and how do I get it?

-- For example, if the problem was a poorly stocked warehouse, then order forms and receiving invoices would be good resources for data

B. Finding Further Information

1. If more information is needed, how will I obtain it (do I need to perform a study)?

-- For example, if the problem was a poorly stocked warehouse, and all order forms looked correct, the problem may be with the suppliers. Inquiries to suppliers would be a good way to study the problem.

3. Simplify -- simplifying means to put the problem in terms that are easy to understand

-- Complex, intricate problems often seem too difficult to tackle. Narrowing the problem down to a few central issues makes it easier to maintain focus.

4. Avoid the Quick-Fix -- avoiding the quick-fix means to eliminate the notion that a complex problem can be quickly and easily solved

A. Implementation vs. Reinforcement

1. Implementation of a plan means to execute the plan within the company. Once a vision is created, it will obviously need to be implemented, but the flaw with most plans is that they stop after implementation.

2. Reinforcement of a plan means to periodically boost the plan within the company. This is the "maintenance" part of any plan. Reinforcement is usually not part of the quick-fix solution.

Complete Article Activity

II. Setting the Vision

A. The Group Decision

1. Involving key decision makers in setting common goals about the company's future creates a team vision. Employees see decisions as "our" vision, not a "their" vision, created by upper management and forced upon everyone else.

B. Forget the Numbers

1. Focus the vision on the overall direction of the company, rather than the statistics of the company's production, profits, etc. Projecting numbers involves guesswork based on unknown factors, which can lead to inaccurate decision-making. A company with an overall vision should have the flexibility to bend with the numbers as they occur.

C. Write the Mission Statement

1. After the problem has been fully analyzed, and the vision has been created, take the ideas contained in the vision and transfer them to a written mission statement. Writing a mission statement places the vision in a concrete form, and provides in writing the ideals that all should strive for.

Article Activity

Directions: Ask each student to write an article for their company newsletter as if it were five years in the future. The article should be about the role they played in the transformation of their organization. This article requires a great deal of imagination, and requires each student, unknowingly, to formulate their own vision for the company. Whether they realize it or not, students will be framing company problems, using available data, simplifying the problem so that it will fit into an article, and avoiding the quick-fix since they have had five years to solve the problems. Upon completion, conduct a guided discussion on the methods students used create their visions, and lead the discussion into the methods they used to set the vision.

Suggested Discussion Questions:

1. What were the company problems you identified and solved in your article?
2. Did you find it easy to fall into the trap of the quick-fix?
3. Did you simplify the problems for the sake of the article?
4. In the article, did you list that you changed everything by yourself, or did your article imply more of a team effort?
5. Did you focus on statistics? For example, did your article contain statements such as, "During the course of the plan, my department reduced turnover by 20%."
6. Did your article contain a vision?

Motivating the Vision: Becoming a Motivational Leader

Hierarchy of Human Needs

"Man is a wanting animal -- as soon as one of his needs is satisfied, another appears in its place."

A. Self-Actualization -- realization of one's potential, continued self-development

B. Egoistic Needs (Self-esteem) -- Self worth, self respect, autonomy, status, recognition, appreciation

C. Social Needs -- Belonging, association, acceptance by peers, giving and receiving friendship and love

D. Safety & Security Needs -- Protection against danger, threat and deprivation

E. Physiological Needs -- Food, drink, air, exercise, rest, shelter, etc.

Motivating the Vision: Becoming a Motivational Leader

Motivating People: Traditional vs. Potential

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Concepts of Management by Alabama Industrial Development Training, p. 5-6.

Supervisor's Checklist for Motivating People

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Concepts of Management by Alabama Industrial Development Training, p. 5-6.

Twelve Ways to Kill Motivation

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Concepts of Management by Alabama Industrial Development Training, p. 5-6.

Behavior Styles

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Developing Positive Assertiveness by Alabama Industrial Development Training.

Do's and Don't for Choosing Positive Assertive Words

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Developing Positive Assertiveness by Alabama Industrial Development Training.

Behavior Style: Body Language

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Developing Positive Assertiveness by Alabama Industrial Development Training.

Four Assertive Styles

I. **Supporting/Caring** -- This style communicates warmth, nurturing, and concern for others. Content is presented in a direct, honest and respectful manner. It maintains awareness for the feelings of others. Those who naturally use this assertive style are often "FEELERS".

II. **Directing/Guiding** -- This is an impersonal style that communicates a no-nonsense, authoritative approach and a concern for results. It is a firm but respectful style using directives rather than requests. It does not come across as being "bossy" or "dictatorial". The Directing/Guiding style communicates beliefs and opinions appropriately as well as commands. Those who use this style most frequently are "DOERS" and/or "THINKERS".

III. **Analytical** -- This style also is impersonal and matter-of-fact. It communicates facts, information, thoughts, and probabilities. This style uses requests to obtain results, rather than using directives. Directing/Guiding is a "tell 'em" style, while Analytical is an "ask 'em" style. Analytical is calm and emotionless. It is used most naturally by those in the "THINKER" group.

IV. **Expressive** -- This style is animated, energetic, spontaneous, and emotional. Feelings, likes and dislikes, wants and needs are communicated in this style in an open and expressive manner. Those using this style are usually intuitive, creative, spontaneous and lively. They are normally "DOERS" or "FEELERS".

All four styles are ASSERTIVE because each communicates in an appropriate, direct and honest manner. EVERYONE USES ALL STYLES to some extent, but AS INDIVIDUALS, EACH OF US HAS ONE STYLE AS A PRIMARY, NATURAL, ASSERTIVE STYLE.

Did you recognize your own style?

Did you recognize others you know as you read the descriptions?

Personality Quiz

The handout contains copyrighted material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Developing Positive Assertiveness by Alabama Industrial Development Training.

Which Style is Which?

Using the abbreviations listed below, identify which assertive style is used in the following examples. Reading them aloud may help you recognize the differences.

S/C = Supporting/Caring **D/G** = Directing/Guiding
A = Analytical **E** = Expressive

_____ 1. "The quarterly report indicates a 7% increase in productivity."

_____ 2. "Hey! That's terrific!"

_____ 3. "I really appreciate your summarizing all that data for us."

_____ 4. "It's important to nail down just how that was accomplished."

_____ 5. "Give me some more details on that new product line."

_____ 6. "I know you're excited about our new products, Pat, and I would like to hear more about them after we finish the productivity discussion."

_____ 7. "Thank you Terry. I estimate about 20 minutes will be required to complete the productivity analysis. The next item on the agenda will be new products."

_____ 8. "Okay, let's do it. This productivity stuff is boring and I'd like to get on to a new topic too!"

_____ 9. "Chris, you sure like the new ideas, don't you? Thank you for being patient and keeping a lid on long enough for us to finish."

_____ 10. "My analysis revealed three factors which contributed to the productivity improvement. The first was..."

Which Style is Which? – Answer Key

1. *ANALYTICAL: A straightforward statement of facts.*
2. *EXPRESSIVE: Spontaneous enthusiasm.*
3. *SUPPORTING/CARING: A personal acknowledgment with gratitude.*
4. *DIRECTING/GUIDING: A statement of opinion and a concern for results.*
5. *DIRECTING/GUIDING: Commanding someone to provide information.*
6. *SUPPORTING/CARING: Recognizing another's interest and indicating support while preventing a diversion.*
7. *ANALYTICAL: Providing information about timing and upcoming agenda item.*
8. *EXPRESSIVE: Action words, stating a dislike and enthusiasm for the suggested new topic.*
9. *SUPPORTING/CARING: Acknowledging Chris's enthusiasm and expressing appreciation for cooperation.*
10. *ANALYTICAL: Informative, factual, unemotional.*

Sending Assertive Messages: Practice

Directions: Look at the following messages. Then, in the space provided, write an example of an assertive response in each of the different assertive styles.

Message: Tell or ask Jane to assist you with a project.

1. Supporting/Caring:

2. Directing/Guiding:

3. Analytical:

4. Expressive:

Message: Give Chris feedback about how well she has organized a meeting.

1. Supporting/Caring:

2. Directing/Guiding:

3. Analytical:

4. Expressive:

Sending Assertive Messages: Sample Responses

Message: Tell or ask Jane to assist you with a project.

1. Supporting/Caring:

"Jane, if you can spare the time, will you please give me some help on this project? Thank you so much."

2. Directing/Guiding:

"Jane, please complete this part for me so I can wrap up this project."

3. Analytical:

"Jane, if you assist me, I can complete this project this week. Will you organize this section?"

4. Expressive:

"Jane! Help! I'm swamped -- how about running some figures for me?"

Message: Give Chris feedback about how well she has organized a meeting.

1. Supporting/Caring:

"Chris, I really appreciate how well you organized the conference. Everyone seemed comfortable with the arrangements."

2. Directing/Guiding:

"Chris, that was a fine job on the meeting arrangements."

3. Analytical:

"Chris, your arrangements for the conference were very complete. The sessions were on time, everyone had all the necessary information, and the meeting ran efficiently."

4. Expressive:

"Super job, Chris! Great meeting!"

Why Employees Fail

The handout contains copyright material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Train-the-Trainer, 1987, p. 17.

Coaching, Counseling, and Performance Appraisals

Coaching and **counseling** may be defined as a discussion initiated by either a supervisor or an employee, whenever he or she deems it advisable, in which both people analyze some aspect of the employee's performance, behavior, or attitudes on the job, for the purpose of changing, maintaining, or improving the performance, behavior or attitudes.

The **performance appraisal** may be defined as a policy initiated by the company, which occurs at specified times, and seeks to analyze an employee's overall job performance, including behavior and attitudes.

Although coaching, counseling and performance appraisal do have some similarities, they function in different ways:

1. Coaching and counseling can be initiated by either the supervisor or the employee. Usually, the supervisor initiates, but not always. Anytime an employee approaches his supervisor and says something like, "I'm having trouble on this project, can we talk about it?", he's initiating a coaching or counseling session, whether he knows it or not. This is one way coaching and counseling differ from performance appraisal, which is always initiated by company policy.

2. Coaching and counseling can happen whenever either party thinks it is needed. There are no set times for it; it happens because either supervisor or employee thinks it will help. Once again, this distinguishes coaching and counseling from performance appraisal, which happens only at prescribed times.

3. In coaching and counseling, both people analyze some aspect of the employee's performance, behavior or attitudes. This is another difference from performance appraisal, which analyzes not aspects, but all of what the employee is doing. Performance appraisal seeks an overall view of performance and accompanying attitudes; coaching and/or counseling zeros in on only part of the performance. Performance appraisal is inclusive; coaching and counseling is selective.

4. The purpose of coaching and counseling is to reinforce sound behavior or attitudes so that they're maintained, and to examine ineffective behavior or attitudes so that they can be changed or strengthened. In this respect, coaching and counseling are much like performance appraisal; they aim at optimal productivity.

Counseling Ideas

The handout contains copyright material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Improving Productivity Through People Skills, by Lefton, Buzzotta, Sherberg, p. 306-307.

Counseling Ideas

The handout contains copyright material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Improving Productivity Through People Skills, by Lefton, Buzzotta, Sherberg, p. 114.

Coaching and Counseling:
The Five Step Interactional Process

The handout contains copyright material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Rate Your Skills as a Manager, p. 34.

Coaching or Counseling?
A Case Study

Listed below are two situations you face as a manager in a major corporation. In which case would you use counseling? In which case coaching? Read both cases, make your decision, and then be prepared to defend your answer.

1. Jack is a highly creative and aggressive marketing manager under your supervision. You like Jack, but recognize that he pushes himself and others to achieve goals. Recently, you have been receiving complaints that indicate he may be pushing too hard for the long-term good of the firm. You would like to see Jack develop his natural leadership ability in a more sensitive style, but you do not want to put a damper on his efforts.

2. Jane has an outstanding track record as a credit manager with your firm. You know of two occasions where competitive firms have sent out signals they would like to have her on their team. For the last two months, however, Jane's behavior and productivity have not lived up to her previous standards. You suspect she is having family or personal problems of some kind and decide to make yourself accessible by inviting her to have lunch with you.

I would use _____ in the first situation. My approach would be to:

_____
_____
_____
_____
_____
_____
_____
_____

I would use _____ in the second situation. My approach would be to:

_____
_____
_____
_____
_____
_____

Role Play: A Counseling Scenario: Frank and John

The handout contains copyright material and, therefore, cannot be included in this package. A copy may be obtained from the original source:

Role Play - "A Counseling Scenario: Frank and John." Trainer's Workshop, 1987, p. 38-40.

Closure Activity

Have students to look back at the hand-out on "The Ten Commandments of Leadership". Conduct a guided discussion on how students can use what they've learned in the class to be able to follow the Ten Commandments of Leadership. Refer to the attached list for suggestions.

Suggested Discussion Questions:

1. What are some of the tools you have learned in this class that would enable you to follow the Ten Commandments of Leadership?

2. How could you use coaching and counseling to follow some of the commandments?

3. How would these commandments improve the organizational climate?

4. How would you "maintain your vision"?

5. How could you use positive assertiveness to support the Ten Commandments of Leadership?

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title**:_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Leadership - The Machinery of Management
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job • Improve skills for changing technology future jobs • Improve problem solving/critical thinking	Identify appropriate workplace and classroom behavior. Demonstrate appropriate ethical behavior for workplace and classroom.	Brainstorm the traits of a good leader.		
	Identify effective problem solving strategies such as formulating, evaluating, and choosing options. Identify situations in which employers and instructors usually expect work or school to have priority over personal affairs. Identify appropriate behavior, attitudes, and social interactions for keeping a job and getting a promotions.	1. Analyze leadership case study. 2. Discuss "Steps to Becoming a Better Leader."		
	Solve problems and arrive at decisions as a team member in a work settings.	Define and discuss Organizational Climate		

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
Demonstrate ability to transfer skills learned in one job situation to another.	Discuss vision			
	1. Discuss Hierarchy of needs 2. Discuss motivation 3. Define behavior styles 4. Discuss why employees fail			
Demonstrate abitlity to differentiate, sort, and classify information.	Discuss counseling and coaching			
Demonstrate ability to solve interpersonal conflicts on the job.	Discuss the five steps of International Process of Coaching and Counseling			
	Complete Case Study			
(Closure)	Complete "Closure Activity"			

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Employee Signature Date

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Instructor Signature